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AUTHOR Siders, Mary B.; Sledjeski, Stephen
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ABSTRACT

A study was conducted to determine whether a home based parent involvement reading program would (1) increase the frequency with which parents engaged in reading activities with their children, and (2) improve the children's reading attitudes and achievement. Divided into experimental and control groups, 240 7- and 8-year-old children were pretested for reading attitudes and achievement, and their parents were pretested for frequency of home reading activities. The parental involvement program was then implemented for the experiental group through distribution of a calendar of home reading activities, 1 month at a time for 7 months. The parents and children were then posttested. The results indicated that the frequency of home reading activities did not increase during the year. In those instances where student attitudes differed significantly, it was those students in the classes where home reading activities were emphasized who demonstrated gains when compared to those in the control group. Significant gains in reading achievement from pre- to posttesting were made by both groups, although the experimental group had the higher posttest scores. (A section of guidelines for engaging parents in cooperative relationships with the teacher and the school community is included, and appendixes contain the student and parent instruments from the study, and the calendar of reading activities from the parent involvement program.) (HTH)

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HOW TO GROW A HAPPY READER:

Report on a Study of Parental Involvement As it Relates to a Child's Attitudes and Achievement In the Acquisition of Reading Skills

Research Monograph No. 27

by

Ms. Mary B. Siders

and

Dr. Stephen Sledjeski

September, 1978

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P. K. Yonge Laboratory School has a unique arrangement for helping people with ideas realize their accomplishment. Classroom teachers conduct their own research in a climate that is stimulating to change and innovation. They are assisted by two curriculum research specialists. However, in order for the Laboratory School to respond to its legislated mandate, promoting constructive change in the public schools of the State through research and development, the cooperation and assistance of our colleagues in the public schools are essential. Accordingly, for cooperation in conducting this study described in this monograph, I am most grateful to

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PREFACE

There is little doubt that in ranking of the tasks of public schools as to importance, the teaching of reading would be named first by professional educators and the general public. The most frequent and the most severe criticisms leveled at public education is that too many children fail to reach expected levels of reading proficiency. Yet the preponderance of evidence is to the effect that factors outside and beyond the control of the school have greater influence upon children's programs in learning to read than the quality of reading instruction they receive at school. Those factors are of such importance that, even when schools have implemented compensatory programs supported by massive funding, results have tended to be disappointing. In fact, there have been some cases where general reading programs diminished as schools worked more intensively for the improvement of reading.

There are those who believe that society's preoccupation with children's learning to read may cause more harm than good to some children. We know that a large proportion of our children who have many varied experiences in communications during their early years, who are surrounded in their homes by reading materials, and whose parents enjoy reading would become excellent readers even if they never received formal reading instruction. This is evidenced by the large numbers of children from such situations who already have learned to read when they enter kindergarten. On the other hand, it appears that many children who do not learn to read as early as expected have their progress blocked by the inappropriately formal reading instruction by anxious parents and teachers. Some such children become caught up in cycles of failure in which the anxieties of their parents and teachers cause their progress to be impeded by their "learning" that they are poor readers; in turn, their lack of progress increases the anxieties of their parents and teachers which further impedes their progress.

While some children's progress is impeded by inappropriate intervention procedures, large numbers of children encounter equally severe problems in learning to read because they have not had, during their early years, the breadth and depth of experiences which are essential in reaching a state of readiness for learning to read. This condition is most likely to be present among economically disadvantaged children but may also be present among those from other economic levels.

Many parents work with their children on learning to read in ways which are nonproductive and may, in fact, be detrimental. Many others fail to provide readiness experiences their children need prior to entering school and during their early years in school. These conditions may be more influential than the quality of reading instruction children receive in school. Therefore, it is highly important that parents be provided guidance which will aid them in being helpful to their children in

this most important area of their education. This monograph describes a study of one approach to providing that kind of assistance for parents of young children.

The study uses, as a central component, a parent guide, "How to Grow a Happy Reader," which has been developed over the past several years by the investigator and used in working with parents of her second and third grade pupils. Parents meet periodically with the teacher in order to discuss problems they encounter in working with their children.

In examining the effectiveness of the program, two second and two third grade sections constituted experimental groups, while one section at each level served as a control group. Results, though showing gains in attitude toward reading within some of the groups, are inconclusive. This study needs to be replicated, with modifications, and additional studies focusing upon this problem need to be conducted.

The period covered by the study was too short to expect major changes between pre- and posttesting. A follow-up study is needed to see what benefits might occur during the next several years among children whose parents participated in the study. It is possible that in addition to benefits which might be revealed through academic progress, there may be even more important social and psychological benefits resulting from improved relationships as parents and their children have learned more about working together.

This may not be the best procedure for assisting economically disadvantaged parents. Attendance at meetings and use of written materials are required. Many such parents are reluctant to attend meetings with people from other socioeconomic levels and reticent in their participation when they do attend. Frequently, parents from lower socioeconomic groups are poor readers and unaccustomed to use of written materials.

Readers of this monograph are invited to contact the P. K. Yonge Laboratory School concerning any additional interests you may have in this and similar approaches to helping children learn to read. We shall be interested in your reactions and suggestions. Workshops will be conducted for public school teachers who wish to use this as a model for work with parents of their pupils. We are especially interested in working with public school teachers and administrators who are interested in replicating this study or investigating other approaches to this important problem.

J. B. Hodges, Director
P. K. Yonge Laboratory School
and Professor of Education

INTRODUCTION

The intent of this monograph is to help today's teachers of reading to focus on the importance of parental involvement as it relates to a child's attitudes and achievement in the acquisition of reading skills.

This study had two objectives. The first was to determine what effects a planned parental involvement program had on a child's attitudes toward reading. The second objective was to determine if a child's reading achievement was significantly increased by parental involvement in a planned program of reading improvement for children.

Parent activity was guided by a booklet entitled How to Grow a Happy Reader (Siders, 1977), which included monthly calendars describing specific reading activities which could be accomplished at home. Activities included use of books, television, walks outside, telephone, pets, and other everyday experiences. These activities were included to provide the child with a background of experiences and language through which to acquire new concepts and vocabulary essential to a child's reading success.

This monograph is divided into four chapters. The first chapter presents the purpose statement and the rationale for the study. It presents selected research data and theoretical positions relative to parental involvement and positive attitudes toward reading. Presented are the relationships between attitudes and achievement and the effects that the learner's environment may have on attitude formation. Chapter II states six research questions and discusses the research methodology and instruments used. Chapter III analyzes the findings, presented in table format, in relation to the six questions stated in Chapter II. Chapter IV focuses on parents and the home environment. The discussion stresses experiences that influence a child's growth and development in an atmosphere needed for effective learning. Suggestions about ways of working with parents are also included.

There are three appendixes. Appendix A contains samples of the student instruments used to assess attitudes and achievement. Appendix B contains samples of the parent instruments used to assess frequency of parents' involvement in home reading activities with their child. Appendix C presents the calendar. Appendix D contains forms for communicating with parents.

In brief, this study found that children in those classes which emphasized home reading activities (the experimental group) showed signigicantly more positive attitudes toward reading from pre- to posttesting than did pupils in the control groups where no effort was made to employ the home reading activities. Significant gains in reading achievement from pre- to posttesting were made by both the experimental and control groups,

although in three of the four classes investigated, it was the experimental group that had the higher posttest score. The frequency of home reading activities did not show a significant increase during the year, but several positive changes were noted. Parents showed increased interest in taking their child to the library to check out books, looking at pictures together, and making up stories.

In concluding this introduction, it is important to define reading as it was used in this study. Reading was defined as a "process of translating signs and symbols into meanings and incorporating new meanings into existing cognitive and affective systems" (Robeck & Wilson, 1974, p. 41). Alexander and Filler state that, "according to this definition, the reading act involves more than cognitive skills. A more intangible affective component--attitudes--is also involved." In addition, attitudes were defined as consisting of a "system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander and Filler, 1977, p. 1).

A universal goal of reading instruction should be to foster positive attitudes toward reading. This study gave particular attention to ways of working with parents. It seems that parents and the home environment do have an effect on the reading attitudes of some students. It is extremely important that the home and school provide a partnership in teaching reading--a mode of learning that is basic to survival in our world today.

It is hoped that, in the following pages, both edcuators and parents will be stimulated to assist each other in causing children to develop more positive feelings toward reading.

CHAPTER I

PURPOSE AND RATIONALE

Purpose

Research suggests that attitudes tend to be "unique, personal, and highly unpredictable" (Squire, 1969, p. 523). Yet, little disagreement remains relative to the importance of positive attitudes in facilitating maximal success with reading. Wilson and Hall (1972, p. 11) state that a positive attitude is "essential for successful mastery of the printed page." Yet this aspect of the reading process has generally not received the attention it deserves (Alexander and Filler, 1977, p. 1).

The list of variables associated with reading achievement is long. Alexander and Filler (1977, p. 64) note achievement, self-concept, parents and the home environment, the teacher and classroom atmosphere, instructional practices and special programs, sex, test intelligence, socio-economic status, and student interests. It was the intent of this study to focus on one variable, parental involvement, and to measure the effects of parental involvement in the reading program on a child's attitude toward reading and his or her academic progress.

Several sources have shown that parents greatly influence their child's reading attitudes. Since parental involvement, or lack of it, seems to be a major influence on a child's performance in reading, ways to stimulate and direct involvement in such a manner that effects are more likely to be positive, need to be sought. The purpose of this study was to investigate one way.

Rationale

Carter and McGinnis (1970, p. 61) state that the "interests, attitudes, and point of view of the individual have their origin in the environment." Ransbury (1973) found support for this statement by asking sixty fifth and sixth grade children, their parents, and their classroom teachers to state any factors which had influenced the children's attitudes toward reading. The results showed that those who responded to the questionnaire believed that parents greatly influenced children's reading attitudes.

Hansen (1969) investigated the impact of the home literacy environment on reading attitudes. This study of fourth graders indicated that the involvement of parents with the reading activities of their children correlated highly with positive attitudes of children toward reading. One factor that correlated highly with positive attitudes was the role of parent in being involved with the child's reading activities, including "working with homework; encouraging, helping select, and discussing his reading; reading to him; assisting in looking things up in dictionaries and encyclopedias; and setting reading goals . . . " (Hansen, p. 23).

Hansen surmised that the role of the parent is major; however, being a good model as a reading parent and providing reading materials did not result in high correlations with a student's attitudes. Kemper (1969, p. 101) believes, however, that parents can improve their child's attitude toward reading by "reading to him, providing him with reading materials, and setting an example by becoming a reading parent."

In some studies, evidence suggests that relationships are sometimes found between more positive attitudes and higher achievement gains. Groff (1962, p. 314) found in a study of fifth and sixth grade students that "the reading comprehension of an individual child as he reads is influenced to a degree by his attitude toward content type of material being read." In a longitudinal study by Healy (1965, p. 271) it was concluded that, "the attitude of children toward reading at the fifth grade level appears to increase achievement and encourage more reading."

Some research, however, has shown no significant relationship between achievement and attitudes. For example, in a study of 115 fourth grade black children, Greenburg and others (1965) did not find more positive attitudes towards reading among good readers than among the poor readers. The researchers suggested that the inconsistent findings between their study and other studies may have resulted from 1) the composition of the group, 2) the type of criterion instruments used, and/or 3) the nature of the setting. A one-year evaluation of a Right to Read program showed no relationship between improved achievement and attitudes. It was noted, however, that the fact that teachers were not enthusiastic about the program could have affected the children's attitudes (Bernstein, 1972). Johnson (1964) stated that children in lower grades generally have more positive attitudes toward reading than in each successively higher grade studied, indicating that attitudes are not necessarily maintained over time.

Only a limited amount of research specifically focused on 1) the parents' influence in their child's attitude toward reading and reading achievement and 2) the relationship between attitudes toward reading and reading achievement. Alexander and Filler (1977, p. 16) appropriately observe that:

> *Since the limited number of studies available are based mostly on correlational data and since some of the findings are contradictory, valid generalizations are difficult to make. In some instances, relationships have been found between achievement levels and attitudes; however, there is not always a positive correlation between high achievement and favorable attitudes.*

In conclusion, since attitudes toward reading seem to influence how much and how well children read, and since ways in which parents involve themselves in their children's reading activities at home seem an important factor in children's attitudes toward reading, then formalizing a parent-teacher partnership may be expected to improve children's attitudes toward reading as well as their reading achievement. The procedures followed in this study fostered such a partnership as a place to begin a closer, and even more purposeful, working relationship between home and school.

CHAPTER II

RESEARCH METHODS

This chapter states the questions which guided the parental involvement project, How to Grow a Happy Reader. It also provides information on the research design, the subjects and setting, instruments, and data collection and analysis.

Research Questions

Through the implementation of a home based parental involvement program, this study sought answers to the following questions.

1. Will parents engage more frequently in home reading activities with their children?
2. To what extent will the variety of home reading activities with their children increase?
3. Will children express significantly more positive attitudes toward reading in May than in October?
4. Will children show greater gains in reading achievement?
5. Does the frequency of participation in the home reading activities correlate with the student's attitude toward reading?
6. Does the frequency of participation in the home reading activities correlate with the student's reading achievement?

The Design

This project used the nonequivalent control group design, a design in which pre- and posttests are administered to an experimental and a control group, but in which the control groups do not have pre-experimental sampling equivalence. The groups of subjects in this study were, however, comprised of classrooms as similar as availability permitted, and there was no reason to suspect differentiality in recruitment. The design is represented as follows:

$$\frac{O}{O} \quad X \quad \frac{O}{O}$$

This design has the advantage of controlling for most threats to internal validity, except for the interaction of selection and maturation and for regression. Since all subjects were second and third graders, the investigators felt that the interaction of selection and maturation was sufficiently regulated. In addition, regression was probably not a factor since all classrooms involved in the project were composed of "typical" students rather than specific students having extreme scores.

Since the project was an experiment in a teaching situation, most threats to external validity can be accounted for. Student growth and testing exposure are both expected occurrences. In addition, the effect of reactive arrangements, in that the students regarded themselves as guinea-pigs, was controlled; further, no attempt was made to pressure parents to follow through with their children at home. In other words, any action on the part of parents to carry out the activities was voluntary, monitored only by maintaining a calendar (see Appendix C) on which activities were recorded. What is more, little emphasis other than normal classroom experiences occurred between the teacher and the students in relationship to this project.

Subjects and Setting

The 240 subjects used in this study were 7- and 8-year-old pupils enrolled in two different schools in the State of Florida. Of the 120 attending Dover Shores Elementary in Orlando, Florida (Orange County), sixty served as an experimental group and sixty as a control group. The same procedure was followed at the other school, Gibbons Street Elementary, Bartow, Florida (Polk County); i.e., sixty pupils served as the experimental group and sixty as the control group. However, incomplete data, a result of attrition (illnesses, absences, or moving), decreased the subjects to 171.

A demographic breakdown of the student population indicated that Dover Shores Elementary had, in grade two, 49 percent (seventeen) females and 51 percent (eighteen) males. In grade three at the same school, 41 percent (thirteen) were females and 59 percent (nineteen) males. There were no black students in this study's population from Dover Shores. At Gibbons Street Elementary in grade two, 51 percent (twenty-seven) were females and 49 percent (twenty-six) males. In grade three at the same school 41 percent (twenty-one) were females and 59 percent (thirty) were males. At Gibbons Street Elementary School, 47 percent (twenty-five) of grade two and 53 percent (twenty-seven) of the grade three subjects were black. These demographic data are to provide the reader with more specific information as to the make-up of the study's population. The demographic data were not used in the analysis of data.

Data Collection

The How to Grow a Happy Reader project was implemented into the field test schools effective October 10, 1977, and the study culminated on May 19, 1978. All student subjects, both experimental and control, were administered the Slosson Oral Reading Test (Appendix A), the Heathington Primary Scale (Appendix A), and the Heathington Intermediate Scale (Appendix A) between October 10 and October 21, 1977. The Slosson Oral Reading Test was administered by the reading aide in both schools, and the Heathington Scales were administered by each classroom teacher to her own students. These tests were used as pretest measures.

At the end of the study, student posttest results, both experimental and control, were obtained by administering the same three tests as were used for the pretest in October. The posttest data were gathered between May 1 and May 12, 1978, in the two field test schools.

Parents of the experimental group filled out a two-part Parent Frequency Scale (see Appendix B) during the week of October 17 - 21, 1977. This was used as the parent pretest measure. At monthly intervals, treatment calendars (Appendix C) were sent home with the students in the experimental group, and the previous month's calendar was returned to the classroom teacher. This procedure continued monthly until May. During the week of May 12, 1978, the parents filled out the same two-part Parent Frequency Scale as a posttest measure. In addition to the calendar, parents were asked to meet three times during the year as a group with the classroom teacher for communication purposes. A description of this aspect of the program is included in the discussion of the treatment in Chapter II.

Instruments

Students completed the Slosson Oral Reading Test (SORT) (Slosson, 1963), the Heathington Primary Scale (Heathington, 1975), and a revised form of the Heathington Intermediate Scale (Heathington, 1975). The parents completed the How to Grow a Happy Reader Parent Frequency Scale, Parts I and II (Siders, 1976). Each of these instruments is briefly described below:

1. The Slosson Oral Reading Test (SORT) was used to measure the student's progress in reading achievement (see Appendix A). This instrument test is given individually and is based on the ability to pronounce words of varying levels of difficulty. This instrument consists of ten lists of twenty words each. The student begins with the word list where he can pronounce all twenty words correctly. He continues reading until the words become too difficult and then he skims that list for any other words he might be able to pronounce. Words that are mispronounced, omitted, take more than 5 seconds to pronounce, or the child pronounces two different ways, even though one may be correct, are all counted as errors. Raw scores and reading levels are then determined from the number of correct responses. This test takes about three minutes to give and score.

2. The Heathington Primary Scale was used to measure the students' attitudes toward reading (see Appendix A). This instrument was administered to an entire class at one time. It consists of twenty questions which are read to the students. Sample questions are: "How do you feel . . ."

    1. when you go to the library?
    2. when you read instead of playing outside?
    3. when you read to someone at home?

    The student is asked to mark one of five faces (very unhappy, unhappy, neutral, happy, very happy) which shows how he feels about the question (see Appendix A). Certain groupings of questions indicate specific areas of a child's reading environment toward which he may feel positively or negatively. Areas included are: 1) Free Reading in the Classroom, 2) Organized Reading in the Classroom, 3) Reading at the Library, 4) Reading at Home, 5) Other Recreational Reading, and 6) General Reading.

3. The Heathington Intermediate Scale was used as a second instrument to measure the students' attitudes toward reading (see Appendix A). The response items on this scale were revised by the researcher to make them more easily understood for younger-aged children. Three responses were selected for this project: "yes", "no", and "sometimes". The twenty-four questions remained the same. Sample items included: "You feel happy when you're reading." "You would rather look at the pictures in a book than read the book." "You think reading is work." This intermediate scale also has categories of items which may be used to diagnose specific areas of reading attitude. Categories are: 1) Free Reading in the Classroom, 2) Organized Reading in the Classroom, 3) Reading in the Library, 4) Reading at Home, 5) Other Recreational Reading, and 6) General Reading.

4. The How to Grow a Happy Reader Parent Frequency Scale was developed by the researcher to measure how often parents engage in reading-related activities with their child and to measure the variety of activities engaged in between parents and child (see Appendix B). This instrument was divided into two parts. The first part consisted of forty-one questions in which the parent was to check how often each week they did that activity: no days a week; one or two days a week; three or four days a week; five or six days a week; or daily--seven days a week, seven being the score of highest frequency. Sample questions are: "How often each week do you . . ."

    1. read aloud to your child?
    2. talk about books?
    3. go to books as a source of information?
    4. discuss good and bad T.V. shows?

The Parent Scale Part II was an extension of the Parent Frequency Scale Part I (see Appendix B). It consisted of twelve items in which the parents were to respond either "yes" or "no". Sample questions are: "Do you take your child with you to the grocery, to the bank, etc.?" "Do you own a pet?"

Analysis of Data

Various statistical methods were used to determine answers to the six questions studied. A detailed report of findings is the subject of Chapter IV. The first and second questions used t-tests with dependent samples to investigate changes between October and May. The total score on Parts I and II of the Parent instrument was the dependent variable for Question 1, and the total number of different activities was the dependent variable for Question 2. In addition, for Question 1, a chi-square analysis was conducted on each item of the Parent Instrument in order to compare pre and post responses.

Questions 3 and 4 were analyzed using analysis of covariance procedures. For Question 3, the dependent variable was each of the post subscores and total score on Attitude Test I and Attitude Test II. The post Slosson reading achievement test score was the dependent variable for Question 4. The matching pretest was the covariate, and the treatment group was the independent variable. Each score was also examined by each of the treatment groups using a t-test to determine differences from pre- to posttesting.

For the last two questions, Pearson product moment correlation procedures were used. For Question 5, relationships among the subscores and total score of Attitude Test I and Attitude Test II and the variety scores and the two parts of the Home Reading Activities (Parent Instrument) were determined. The relationship between scores on the Slosson Reading Achievement test and the Part I, Part II, and variety scores of the Home Reading Activities (Parent Instrument) were investigated with respect to Question 6.

Limitations of the Study

This study may have been influenced by the following limitations:

1. The student subjects were not randomly selected. Student class groups were already formed before the implementation of this project. Therefore class groups were used as they were already set up.

2. One person did not administer all the tests at both schools; therefore the possibility of some systematic error exists in the data collected.

3. The physical distance between the project director and the location of schools hindered the director's ability to control all aspects of the study.

4. The project was not implemented until mid-October and was finalized in early May. A full school year from late August to early June may have yielded different results.

Treatment

The "treatment" in this study focused on implementation of outside-school activities by parents. Activities were those described in How to Grow a Happy Reader, a booklet prepared for parent use.

This project was designed to require a minimum amount of teacher time and no changes in the classroom instructional program. Furthermore, little additional time was required of parents; rather, implementation by parents simply required their emphasis on involving the child consciously in things parents already do. With major responsibility for "treatment" thus focused on parents, teachers served primarily as project coordinators, responsible for collecting and recording pre and post data, related to home-based activities as well as changes in classroom behaviors.

Treatment began with a half-day workshop conducted at the P. K. Yonge Laboratory School preparatory to implementation of the project in the schools. During the first phase of the workshop, field test teachers observed the project director introducing the plan for helping the children by using the "How to Grow a Happy Reader" booklet to her own parent group at the Laboratory School, thus providing a model for the parent initiation meetings in the coming fall, 1977.

At the "model meeting" with parents, the project director, who is also a full time classroom teacher, greeted each parent as he or she entered the meeting and made some positive statement to each about his or her child. The meeting began with an "It's good to see each of you here," welcome, and introductions of each of the participating teachers from the field test schools and the Laboratory School's administrators.

Then the parents were told how the project originated, why such a project was needed, and what research had shown to date in this area. Parents were encouraged to ask questions at anytime, setting a very informal, relaxed tone for the meeting.

Next, highlights of the booklet, How to Grow a Happy Reader, were shared with the parents, along with specific details of the project, including the parents' responsibilities. The calendars were explained, and parents were told when they would be distributed, how they were to be marked, and when and how they were to be collected. Their need to attend the two follow-up meetings was also stressed.

Testing of children was also explained, and parents completed both parts of the Parent Instruments (see Appendix B). The meeting adjourned with an expression of appreciation to parents for their interest in the project and with an invitation to call if they had further questions and, of course, to visit the classroom at anytime.

Having thus provided a model for field test teachers, the workshop activities continued, accomplishing several things necessary to implement the study. First, the purpose and rationale were reviewed in detail. Next, all necessary testing materials were distributed, and data collection processes were discussed along with time restraints and deadline dates. Time for clarifying questions was included.

The instructions to teachers for working with parents were minimal, limited primarily to questions relative to observations of the project director's meeting with parents in Phase I. In addition, the following instructions were given:

1. Administer pretests (see Appendix A) to pupils in October.

2. Set up a parent night to introduce the project to parents, at which time call upon them to complete the Parent Instruments, Part I and Part II (see Appendix B) in order to assess their current involvement with their child in reading related activities.

3. Distribute the project calendars (see Appendix C), one month at a time, and collect each previous month's calendars from parents at the end of each month.

4. Conduct two more follow-up meetings for continued motivation and communication. Focus meetings through questions such as "How are things going?"..."Are there activities on the calendars that are unclear or need further explanation?"..."Are there questions you need answered or ways I can help?"

5. Finally, at the end of the project in May, collect post data from parents by having them again complete new copies of both parts of the Parent Instrument (see Appendix B).

6. Administer posttests to pupils in May.

No treatment was administered children by teachers other than usual curriculum activity, and the field test teachers reportedly followed through with all six responsibilities listed above. Of the approximately 120 parents of the students distributed equally among the four classes in the two experimental schools, approximatley 60 percent attended the initial parent night when the project was introduced. Attendance dropped substantially for the two follow-up meetings, but no figures are available of actual numbers in attendance. Parent Instruments were sent home by the children for completion by parents.

The treatment for parents was also very minimal. At the first parent night the project and the nature and extent of parent participation were explained, and the booklets and the first month's calendar were distributed. Parents were asked to do the following:

1. Indicate the nature and extent of their current involvement with their child in reading related activities by checking both Part I and II of the "Parent Instrument" included as Appendix B.

2. Keep accurate records of activities by marking an X in each box on the calendar that indicates that particular activity was done with the child.

3. Return the calendars to the classroom teacher at the end of each month; pickup a new calendar and begin recording again in the same manner.

4. Attend the two additional meetings during the year planned to facilitate implementation of the project.

CHAPTER III

RESULTS

The results of the analysis of the data are presented in this chapter. Each research question is stated first and is followed by the discussion of the answer inferred from the analysis. The questions were analyzed by grade within each of the two schools participating in the study. The grades involved were two and three. For both schools, there were an experimental group and a control group at each grade level. The two schools will be referred to as School A and School B.

QUESTION 1: WILL PARENTS ENGAGE MORE FREQUENTLY IN HOME READING ACTIVITIES WITH THEIR CHILDREN?

There was no difference in the frequency of home reading activities from the beginning to the end of the year reflected in either Part I or Part II of the Parent Instrument. While there were no statistically significant increases (see Table 1), there were small increases in the frequency of home reading activities on Part II for grade two at School A and grade three at School B. The remaining sections of the instrument for all grades in both schools showed slight decreases in the frequency of home reading activities.

In addition to the two parts of the Parent Instrument, responses to each item were examined. While no significant statistical differences were observed, several positive changes should be noted. For grade two in School A, looking at pictures together and making up stories (item 1) and listening to one's child read (item 7) all increased. For grade three in School A, looking at pictures together and making up stories (item 1) and taking one's child to the library to check out books (item 17) increased. For grade two in School B, buying books on one's child's interest level (item 5), asking one's child to guess how the story will end (item 9), taking one's child to the library to check out books (item 17), the parents' reading books (item 18), the parents' reading magazines (item 20), the parents' buying books for themselves (item 21), and parents' and the child's touching things and describing the feelings to one another (item 39) increased. No increases were observed for grade three in School B. In general, the most consistent increases were in looking at pictures and making up stories (item 1) and in taking one's child to the library to check out books (item 17).

TABLE 1

Means, Degrees of Freedom and t-Test Values
for the Two Parts of the Parent Instrument
by School and Grade ($P \leq 0.05$)

School and Grade	Pre $\bar{X}$	Post $\bar{X}$	df	t
School A				
Grade 2				
Part I	109.71	106.85	6	0.19
Part II	21.42	22.85	6	-1.27
Grade 3				
Part I	122.00	103.33	2	0.80
Part II	21.50	20.83	2	0.30
School B				
Grade 2				
Part I	125.25	118.50	3	1.47
Part II	23.25	21.75	3	2.04
Grade 3				
Part I	94.37	88.62	7	0.79
Part II	21.56	21.75	7	-0.31

QUESTION 2: TO WHAT EXTENT WILL THE VARIETY OF HOME READING ACTIVITIES INCREASE WITH THEIR CHILDREN?

Overall, the variety of home reading activities did not differ statistically from the beginning of the year to the end of the year (see Table 2); however, the variety did increase for grade two in School A and grade three in School B. For grade two in School A, the variety from the beginning of the year to the end of the year increased by approximately two activities. For grade three in School B, the variety increased by less than one activity.

Moving from parent participation information, several questions were investigated regarding changes in attitude of children towards reading and in children's reading achievement. The first question was:

TABLE 2

Means, Degrees of Freedom and t-Test Values for the Variety of Home Learning Activities by School and Grade ($p \leq 0.05$)

School and Grade	Pre $\bar{X}$	Post $\bar{X}$	df	t
School A				
Grade 2	41.12	43.00	17	-0.56
Grade 3	49.75	48.65	19	0.62
School B				
Grade 2	51.52	51.28	28	0.68
Grade 3	47.00	47.09	22	-0.09

QUESTION 3: WILL CHILDREN EXPRESS SIGNIFICANTLY MORE POSITIVE ATTITUDES TOWARD READING IN MAY THAN IN OCTOBER?

In considering this question refer to Table 3. In the discussion of results, *Free Reading in the Classroom* is identified as Subscore 1; *Organized Reading in the Classroom* is Subscore 2; *Reading in the Library*, Subscore 3; *Reading at Home*, Subscore 4; *Other Recreational Reading*, Subscore 5; and *General Reading*, Subscore 6.

Children did express significantly more positive attitudes toward reading in May than in October in some cases but not in others. For School A grade two, the experimental group showed gains on Attitude Test I in all areas including the total scores, except Subscore 4, *Reading at Home*.

On attitude Test II, gains were made in all areas, including the total score, except Subscores 4 and 5, or *Reading at Home* and *Other Recreational Reading*, respectively (see Table 4). In comparison, the control group showed gains on Attitude Test II on the Subscores of 2, *Organized Reading in the Classroom*; 4, *Reading at Home*; and 6, *General Reading*. Table 3 presents means of Attitude Test I, and Table 4 presents means for Attitude Test II.

For grade three in School A, the experimental group showed no gains on Attitude Test I but on Attitude Test II showed gains in all areas or subscores except Subscore 6 or *General Reading*. In comparison, the control showed gains on two subscores on both tests. For Attitude Test I, they were Subscores 3, *Reading in the library*, and 6, *General Reading*.

There was one gain on Attitude Test I for the experimental group in grade two of School B, but four gains on Attitude Test II. They were Subscores 2, *Organized Reading in the Classroom;* 4, *Reading at Home;* 6, *General Reading;* and the total score. The control group, in comparison, demonstrated more gains on Attitude Test I than on Attitude Test II.

There were five gains on Test 1. They were: *Free Reading in the Classroom* (1), *Reading in the Library* (3), *Reading at Home* (4), *Other Recreational Reading* (5), and the total score. The two gains on Test II were on *Organized Reading in the Classroom* (2) and *General Reading* (6).

Grade three in School B showed gains for the experimental group on Attitude Test I on *Organized Reading in the Classroom* (2) and on Attitude Test II on *Reading in the Library* (3), *Reading at Home* (4), and the total score. For the control group, no gains occurred on Attitude Test I; gains did occur on Attitude Test II on Subscores *Free Reading in the Classroom* (1), *Organized Reading in the Classroom* (2), *General Reading* (6), and the total score.

TABLE 3

Pre- and Posttest Means by Treatment Group on Student Attitude Test I

School and Grade	Subscore:	1 $\bar{X}$	2 $\bar{X}$	3 $\bar{X}$	4 $\bar{X}$	5 $\bar{X}$	6 $\bar{X}$	Total Score $\bar{X}$
School A								
Grade 2								
Experimental								
	Pre	7.05	12.00	7.29	16.00	12.41	13.29	68.05
	Post	7.30	13.69	8.23	15.84	13.23	14.07	72.38
Control								
	Pre	6.92	12.42	9.07	17.50	12.50	13.78	72.21
	Post	6.68	12.93	7.87	16.00	13.00	14.75	71.25
Grade 3								
Experimental								
	Pre	7.05	13.94	8.55	15.66	13.16	14.55	72.94
	Post	6.53	13.40	8.46	15.66	11.66	14.26	70.00
Control								
	Pre	7.81	14.45	8.90	16.63	14.36	13.45	75.63
	Post	7.20	14.10	9.30	16.60	12.40	14.40	74.00
School B								
Grade 2								
Experimental								
	Pre	8.40	15.74	9.37	17.77	15.25	15.55	82.11
	Post	7.82	16.00	8.58	17.31	13.37	15.17	78.27
Control								
	Pre	8.27	15.18	8.50	16.54	13.77	16.04	78.31
	Post	8.37	14.91	8.95	17.12	14.12	15.91	79.41
Grade 3								
Experimental								
	Pre	8.36	16.50	9.68	16.40	14.36	15.68	81.00
	Post	7.09	16.59	8.90	15.31	12.68	14.68	75.27
Control								
	Pre	8.58	16.29	9.29	17.00	15.05	16.29	82.52
	Post	7.50	14.55	8.83	16.05	14.77	15.66	77.38

Key: Subscore 1 - Free reading in the classroom
Subscore 2 - Organized reading in the classroom
Subscore 3 - Reading in the library
Subscore 4 - Reading at home
Subscore 5 - Other recreational reading
Subscore 6 - General reading

TABLE 4

Pre- and Posttest Means by Treatment Group on Student Attitude Test II

School and Grade	Subscore:	1 $\bar{X}$	2 $\bar{X}$	3 $\bar{X}$	4 $\bar{X}$	5 $\bar{X}$	6 $\bar{X}$	Total Score $\bar{X}$
School A								
Grade 2								
Experimental								
	Pre	7.77	3.16	10.94	9.38	6.11	13.66	45.05
	Post	8.21	3.57	11.07	9.35	5.00	14.71	46.35
Control								
	Pre	6.71	3.64	10.71	8.21	4.92	12.57	45.92
	Post	6.06	3.80	9.26	8.33	4.80	14.46	45.26
Grade 3								
Experimental								
	Pre	6.88	3.55	11.38	7.72	4.55	14.77	45.22
	Post	7.76	3.69	11.61	8.76	6.00	14.69	45.15
Control								
	Pre	6.36	3.36	11.72	8.81	5.00	13.00	46.09
	Post	6.10	3.30	11.40	9.40	4.00	13.90	44.70
School B								
Grade 2								
Experimental								
	Pre	6.85	3.50	11.67	8.67	5.60	13.89	44.14
	Post	6.53	4.03	11.21	9.39	5.39	14.75	45.17
Control								
	Pre	7.40	3.18	11.18	8.45	5.68	14.13	42.40
	Post	6.86	3.27	10.50	8.22	5.09	14.63	41.40
Grade 3								
Experimental								
	Pre	6.59	4.68	11.00	8.40	5.40	14.00	44.90
	Post	5.95	3.95	11.50	8.81	4.90	13.31	47.00
Control								
	Pre	6.33	3.80	11.60	9.53	5.26	13.06	43.73
	Post	6.87	3.87	11.43	7.87	4.93	14.06	44.31

Key: Subscore 1 - Free reading in the classroom
Subscore 2 - Organized reading in the classroom
Subscore 3 - Reading in the library
Subscore 4 - Reading at home
Subscore 5 - Other recreational reading
Subscore 6 - General reading

While there were gains for both grades in Schools A and B, they were not consistent throughout, nor were they significant when tested statistically. Mean scores are presented in Tables 3 and 4 by treatment group (experimental and control) and by pre- and posttesting. The results of t-tests are given in Table 5.

The examination of attitude score was carried one step further in comparing the gains of the experimental group to those of the control group. In each case where there was a significant difference in gains between the two groups, the experimental group scored better than the control group. For School A for both grades two and three, the experimental group made significantly larger gains than did the control group on Attitude Test II, Subscore 1, *Free Reading in the Classroom* (see Table 6 for analysis of covariance results).

For School B, the second grade experimental group demonstrated significantly larger gains than the control group on Attitude Test II on the Subscores of 2, *Organized Reading in the Classroom*, 4, *Reading at Home*, and 6, *General Reading*. The third grade significant gain by the experimental group over the control group was on Subscore 2, *Organized Reading in the Classroom*, of Attitude Test I.

QUESTION 4: WILL CHILDREN SHOW GREATER GAINS IN READING ACHIEVEMENT BETWEEN OCTOBER AND MAY?

In both grades of Schools A and B, the experimental and control groups demonstrated gains in reading achievement as measured by the Slosson Oral Reading Test (see Appendix A) between October and May. (See Table 7 for mean scores.) In no case were the gains of one group significantly greater than the other group; however, significant gains were made between pre- and posttesting by individual treatment group. The experimental group demonstrated significant gains for grade two in School A and grade three in School B. The control group showed significant gains for grade two in School A and both grades two and three in School B. Results of Tests are presented in Table 8.

The questions which follow deal with the relationship between the home reading activities and reading attitudes and achievement.

QUESTION 5: DOES THE FREQUENCY OF PARTICIPATION IN THE HOME READING ACTIVITIES CORRELATE WITH THE STUDENT'S ATTITUDES TOWARD READING?

There appears to be little correlation between the frequency of participation in home reading activities and a student's attitudes toward reading. Of the statistically significant correlations, when considering an increase in frequency with positive gains in attitudes,

TABLE 5

Degrees of Freedom and t-Test Values Comparing Pre and Post Scores on Attitude Test I and Attitude Test II for the Experimental Group and the Control Group by School and Grade ($p \leq 0.05$)

	School A				School B			
	Grade 2		Grade 3		Grade 2		Grade 3	
	df	t	df	t	df	t	df	t
Experimental Group								
Attitude Test I								
Subscore 1	12	-0.59	13	0.45	26	1.46	20	1.29
Subscore 2	12	-0.90	13	0.20	26	-0.27	20	-0.65
Subscore 3	12	-0.76	13	0.21	26	1.05	20	1.04
Subscore 4	12	0.10	13	0.53	26	0.53	20	1.15
Subscore 5	12	-0.06	13	0.78	26	1.73	20	1.82
Subscore 6	12	-0.49	13	0.12	26	0.50	20	0.74
Total Score	12	-0.54	13	0.42	26	1.78	20	1.44
Attitude Test II								
Subscore 1	13	0.40	10	-1.32	26	0.78	20	1.89
Subscore 2	13	-1.50	10	-0.77	26	-1.31	20	1.13
Subscore 3	13	0.06	10	-0.22	26	1.08	20	-0.82
Subscore 4	13	0.10	10	-0.79	26	-1.86	20	-0.35
Subscore 5	13	-0.82	10	-1.60	26	0.44	20	0.93
Subscore 6	13	-0.50	10	0.38	26	-1.48	20	1.10
Total Score	13	0.65	10	0.20	26	-1.05	20	-1.55
Control Group								
Attitude Test I								
Subscore 1	13	0.50	8	0.47	21	-0.02	16	1.64
Subscore 2	13	-1.05	8	0.94	21	0.39	16	1.26
Subscore 3	13	1.25	8	-1.17	21	-1.08	16	1.29
Subscore 4	13	1.31	8	0.45	21	-0.86	16	1.30
Subscore 5	13	-0.12	8	1.08	21	-0.17	16	0.37
Subscore 6	13	-2.16	8	-0.96	21	0.63	16	0.69
Total Score	13	0.99	8	0.25	21	-0.26	16	1.62
Attitude Test II								
Subscore 1	11	1.61	8	0.41	20	1.59	12	-1.06
Subscore 2	11	-0.06	8	0.43	20	-0.58	12	-0.37
Subscore 3	11	1.91	8	0.46	20	1.30	12	0.40
Subscore 4	11	-0.10	8	-0.43	20	0.84	12	1.76
Subscore 5	11	1.21	8	1.36	20	1.45	12	0.38
Subscore 6	11	-1.50	8	-0.55	20	-0.60	12	-0.19
Total Score	11	1.11	8	0.83	20	0.60	12	-0.25

Key--Subscore 1 - Free Reading in the Classroom
Subscore 2 - Organized Reading in the Classroom
Subscore 3 - Reading in the Library
Subscore 4 - Reading at home
Subscore 5 - Other Recreational reading
Subscore 6 - General reading

TABLE 6

Significant Main Effect Analysis of Covariance Results Comparing Gains of Experimental (E) and Control (C) Groups on Attitude Test I and on Attitude Test II

School, Grade and Dependent Variable	Source of Variance	df	Mean Square	F
School A				
Grade 2				
Attitude Test II				
Subscore 1:	E vs C	1	28.419	7.355*
	Error	21	3.864	
Grade 3				
Attitude Test II				
Subscore 1:	E vs C	1	26.350	9.656*
	Error	15	2.729	
School B				
Grade 2				
Attitude Test II				
Subscore 2:	E vs C	1	5.893	5.137*
	Error	43	1.147	
Subscore 4:	E vs C	1	17.804	5.987*
	Error	43	2.974	
Total Score:	E vs C	1	113.674	5.476*
	Error	43	20.758	
Grade 3				
Attitude Test I				
Subscore 2:	E vs C	1	62.714	8.801*
	Error	33	7.126	
Attitude Test II				
Total Score:	E vs C	1	89.069	11.548*
	Error	29	7.713	

*$p \leq 0.05$

Key--Subscore 1 - Free reading in the classroom
Subscore 2 - Organized reading in the classroom
Subscore 4 - Reading at home

TABLE 7

Pre- and Posttest Means by Treatment Group on the Slosson Reading Achievement Test

School and Grade	Experimental Group Pre $\bar{X}$	Experimental Group Post $\bar{X}$	Control Group Pre $\bar{X}$	Control Group Post $\bar{X}$
School A				
Grade 2	39.61	62.56	43.06	56.93
Grade 3	71.16	75.66	62.75	75.00
School B				
Grade 2	67.79	74.17	40.69	66.68
Grade 3	40.30	63.21	54.88	77.43

TABLE 8

Degrees of Freedom and t-Test Values Comparing Pre and Post Scores on the Slosson Reading Achievement Test for the Experimental Group and the Control Group by School and Grade

School and Grade	Experimental Group df	Experimental Group t	Control Group df	Control Group t
School A				
Grade 2	15	-2.41*	14	-2.76*
Grade 3	13	-0.92	10	-3.73
School B				
Grade 2	28	-0.25	20	-7.61
Grade 3	22	-7.33*	15	-6.30*

*$p \leq 0.05$

more were negatively correlated (23) than positively correlated (21). When broken down by attitudinal instrument, Attitude Test I had fifteen positive correlations and ten negative ones; Attitude Test II had six positive and thirteen negative. When broken down by time of testing, there were eight positive and five negative correlations at pretesting, and thirteen positive and eighteen negative correlations at posttesting.

When broken down by school and grade, grade two in School A had a total of three positive and four negative significant correlations. The key to the subscores in Question 5 will be the same as used in Question 3. The positive correlations were: Attitude Test I pre-subscore 5, *Other Recreational Reading*, with the second part of the Parent Instrument; on the pretest Attitude Test II pre- Subscore 4, *Reading at Home*, with the first part of the Parent Instrument on the pretest; and the total prescore on Attitude Test II with pretest of the second part of the Parent Instrument. The negative correlations were: the post- Subscore 1, *Free Reading in the Classroom*; 2, *Organized Reading in the Classroom*; and 3, *Reading in the Library*; and total score with the posttest score on Part II of the Parent Instrument. The correlation values are presented in Table 9.

For grade three in School A, there were eight positive and seven negative correlations. The positive correlations were: the pretest Subscore 2, *Organized Reading in the Classroom*, and 3, *Reading in the Library*, of Attitude Test I with the variety of activities on the pre-test; the posttest Subscore 1, *Free Reading in the Classroom;* 2, *Organized Reading in the Classroom;* 3, *Reading in the Library;* and total score of Attitude Test I with the variety of activities on the posttest; and the pretest Subscore 1, *Free Reading in the Classroom*, and 2, *Organized Reading in the Classroom*, of Attitude Test II with the pretest score on Part II of the Parent Instrument. The negative correlations were: the pretest Subscore 3, *Reading in the Library*, of Attitude Test II with the variety of activities on the pretest score; the pretest total score of Attitude Test II with the first part of the Parent Instrument; and the posttest Subscore 1, *Free Reading in the Classroom;* 3, *Reading in the Library;* 4, *Reading at Home;* 5, *Other Recreational Reading;* and total score of Attitude Test II with the posttest score on the variety of home activities (see Table 9).

In School B, grade two had four positive and five negative correlations. The positive ones were: the pretest Subscore 1, *Free Reading in the Classroom*, on Attitude Test I with the pretest score on the variety of home activities and the posttest Subscore 1, *Free Reading in the Classroom*; 2, *Organized Reading in the Classroom;* and total score on Attitude Test I with the posttest score on the variety of home activities. Negative Correlations were: posttest Subscore 6, *General Reading*, on Attitude Test I with the posttest score on Part II of the Parent Instrument; the pretest Subscore 3, *Reading in the Library*, on Attitude Test II with the pretest score on Part II of the Parent Instrument, the posttest total score on Attitude Test II with the posttest score on Part I of the Parent Instrument, and the posttest Subscore 3, *Reading in the Library*, and 4, *Reading at Home*, on Attitude Test II with the posttest score on the variety of home activities (see Table 9).

TABLE 9

Significant Pearson Product Moment Correlation Coefficients ($p \leq 0.05$) Between Home Reading Activity (HRA) Scores and Student Attitude Tests by School and Grade

School and Grade	HRA Part I		HRA Part II		HRA Variety	
	Pre	Post	Pre	Post	Pre	Post
School A						
Grade 2						
Attitude Test I						
Pre Subscore 5			0.568			
Post Subscore 1				-0.739		
Post Subscore 2				-0.621		
Post Subscore 3				-0.757		
Post Total Score				-0.666		
Attitude Test II						
Pre Subscore 4	0.550					
Pre Total Score			0.605			
Grade 3						
Attitude Test I						
Pre Subscore 2					0.427	
Pre Subscore 3					0.790	
Post Subscore 1						0.559
Post Subscore 2						0.519
Post Subscore 3						0.708
Post Total Score						0.527
Attitude Test II						
Pre Subscore 1			0.969			
Pre Subscore 2			0.975			
Pre Subscore 3					-0.428	
Pre Total Score	-0.931					
Post Subscore 1						-0.698
Post Subscore 3						-0.529
Post Subscore 4						-0.774
Post Subscore 5						-0.676
Post Total Score						-0.652
School B						
Grade 2						
Attitude Test I						
Pre Subscore 1					0.385	
Post Subscore 1						0.353
Post Subscore 2						0.523
Post Subscore 6				-0.963		
Post Total Score						0.400

TABLE 9 (continued)

School and Grade	HRA Part I Pre	HRA Part I Post	HRA Part II Pre	HRA Part II Post	HRA Variety Pre	HRA Variety Post
Attitude Test II						
Pre Subscore 3			-0.899			
Post Subscore 3						-0.404
Post Subscore 4						0.328
Post Total Score				-0.986		
Grade 3						
Attitude Test I						
Post Subscore 1		-0.702		0.623		
Post Subscore 2		-0.817				-0.371
Post Subscore 4				0.881		
Post Subscore 6				0.801		-0.429
Post Total Score		-0.660		0.745		
Attitude Test II						
Pre Subscore 1			-0.658			
Pre Total Score					0.447	
Post Subscore 2				0.730		
Post Subscore 6				0.738		

Key: Subscore 1--Free reading in the classroom
Subscore 2--Organized Reading in the classroom
Subscore 3--Reading in the library
Subscore 4--Reading at home
Subscore 5--Other recreational reading
Subscore 6--General reading

For grade three in School B, six correlations were positive and seven were negative. The positive correlations were: the posttest Subscore 1, *Free Reading in the Classroom;* 4, *Reading at Home;* 6, *General Reading;* and total score on Attitude Test I with the posttest score of Part II of the Parent Instrument and the posttest Subscores 2, *Organized Reading in the Classroom*, and 6, *General Reading*, on Attitude Test II with the posttest score on Part II of the Parent Instrument. The negative correlations were: the posttest Subscore 1, *Free Reading in the Classroom;* 2, *Organized Reading in the Classroom;* and total score on Attitude Test I with the posttest score on Part I of the Parent Instrument; the posttest Subscores 2, *Organized Reading in the Classroom*, and 6, *General Reading*, on Attitude Test I with the posttest score on the variety of home activities; the pretest Subscore 1, *Free Reading in the Classroom*, on Attitude Test II with the pretest score on Part II of the Parent Instrument, and the pretest total score on Attitude Test II with the pretest score on the variety of home activities (see Table 9).

Overall, there is no consistency to the correlation between the frequency of home activities and student attitudes toward reading. In general, this appears to confirm the previous findings relative to Questions 1 and 3 that the frequency of home activities remained the same or decreased from pre- to posttesting while student attitudes increased or remained unchanged from pre- to posttesting.

QUESTION 6: DOES THE FREQUENCY OF PARTICIPATION IN THE HOME READING ACTIVITIES CORRELATE WITH THE STUDENT'S READING ACHIEVEMENT?

There appears to be little correlation between reading achievement and the frequency of home activities. The one exception is the positive direction in grade 3 of School B. In this instance there was a positive correlation between the posttest score on the Slosson and the posttest score of Part I of the Parent Instrument. The negative significant correlations were the following: the posttest Slosson score with the posttest score on Part II of the Parent Instrument for grade two in School A, and the pre- and posttest scores on the Slosson with the pre- and posttest scores on the variety of home reading activities. Correlation values are presented in Table 10.

TABLE 10

Significant Pearson Product Moment Correlation Coefficients ($p \leq 0.05$) Between Home Reading Activity (HRA) Scores and the Slosson Reading Achievement Test by School and Grade

School and Grade	HRA Part I		HRA Part II		HRA Variety	
	Pre	Post	Pre	Post	Pre	Post
School A						
Grade 2						
Pre Slosson			0.502			
Post Slosson			0.530	-0.746		
School B						
Grade 2						
Pre Slosson					-0.609	-0.487
Post Slosson					-0.466	-0.354
Grade 3						
Post Slosson		0.757				

SUMMARY

The frequency of home reading activities did not increase during the year from pre- to posttesting. However, in those instances where student attitudes differed significantly, it was the students in the classes where home reading activities were emphasized (the experimental group) that demonstrated significant gains as compared to students in classes where no effort was made (the control group) to employ the home reading activities program. Significant gains in reading achievement from pre- to posttesting were made by both the experimental and control groups although, in three of the four grades investigated, it was the experimental group that had the higher posttest score.

CHAPTER IV

PARENTS: THE ESSENTIAL PARTNER

This chapter will focus on engaging parents in cooperative relationships with teachers and the school community; it tells of parents warmly welcomed into their child's classroom, parents openly expressing needs and concerns, and parents feeling they are essential partners in their child's education. Most importantly this chapter points out that parents feel happy because their cooperation and assistance are valued.

This chapter is divided into three sections. Section one, Yesterday and Today, discusses the role of parents in education--historically, in modern times, and today. Section two, A Parental Involvement Program for Today, outlines a successful parental involvement program currently operating in a second grade classroom at P. K. Yonge Laboratory School. Section three, Happy Feelings, discusses the potential impact a parental involvement program can have on teacher, parent, and child.

Yesterday and Today

Historically, involving parents in education is nothing new. Long ago in New England, town meetings were held in which the citizens of the community were in charge of school matters. On the frontier, the townspeople were in charge of hiring and housing the teacher who taught in the one-room schoolhouse. These citizens and parents were actively involved in educational matters.

In modern times, especially in instructional matters, this degree of participation is rarely found. Today, however, as education becomes more complex, interest is growing in seeking ways of integrating parents more and more in the schools, including instruction, helping in the classroom, driving for field trips, and serving on classroom committee groups.

In addition to reading instruction, parents can do so much to nurture their child's growth and development and enhancing success in school by providing experiences which will foster intellectual and emotional stimulation. Crib mobiles, push and pull toys, dolls, crayons, sandboxes, trips to the grocery, discussing TV shows, listening and talking, and many, many more experiences are all obvious examples of experiences that contribute to ultimate successful achievement in school. Many parents believe they must be involved with book, workbook, or an instructional matter to be contributing to their child's successful school experiences. This couldn't be further from the truth.

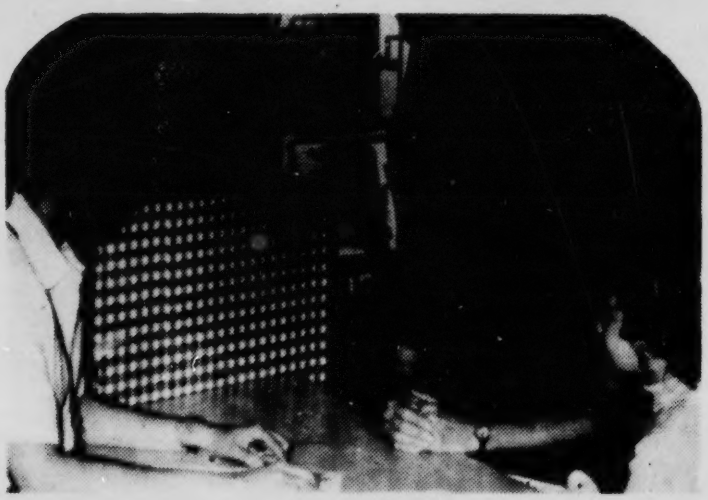
A Parental Involvement Program for Today

In addition to providing many out-of-school experiences for children, parents need to be involved directly in their child's education and feel welcome at all times in the classroom. The discussion which follows presents several ways parents participated in one elementary classroom at the P. K. Yonge Laboratory School.

Parent Conferences

Two weeks after the beginning of school, each parent was invited to schedule a time to meet with the teacher individually. In addition to an opportunity to meet the teacher, this time together afforded parents a chance to share as much information about their child as possible--likes, dislikes, special interests, problems, concerns--to share their feelings about that child's academic skills, and for them to share their goals for their child for the school year ahead. Talks were very informal and most pleasant.

The initial parent conference was a private time for just parent and teacher to meet.



During the mid-year conference the child was often included for part or all of the conference.

In January, mid-year conferences were held with each parent to focus on the student's growth and achievement. Each parent was asked to evaluate numerous aspects of the classroom program. Their evaluations were discussed at the mid-year conference. Sample questions were:

1. Are you pleased with your child's academic progress in all areas this school year?

2. Are you pleased with the way your child's work is sent home once a week in folders?

3. How do you feel about the newsletter, TPC?

4. Are you pleased with the communication between parent-teacher? "yes"-"no". Please explain.

5. As a parent, do you feel informed as to what your child is learning and experiencing at school? "yes" - "no". Please explain.

6. Does your child express to you positive attitudes about learning and school? In other words, is he happy and enthusiastic?

7. Are you pleased with your child's social progress?

8. What concerns do you have?

9. Suggestions?

10. Can I help or answer any questions for you?

The parent conference then focused on the written, mid-year evaluation of the program and on the child's progress in the program by the teacher and parent. Each child also evaluated the classroom program as well as himself or herself. This was also shared during the mid-year conference, which the child usually attended.

Since parents need more evaluative information than the regularly scheduled reporting times, evaluation was continuous throughout the year. This was accomplished every two to three weeks by sending home an evaluation form which reported the student's current progress in reading, writing, spelling, and mathematics (see Appendix D). The form also reported evaluation of each child in light of other important behaviors related to assuming increasing responsibility for his or her own behavior and learning as illustrated by such items as:

1. Acted responsibly during group times.

2. Acted responsibly during quiet work times.

3. Acted responsibly during choice times.

The parents looked forward to and appreciated very much this frequent communication. It not only gave them information concerning academics but also information concerning growth in self-management.

Parent Involvement Groups

The class's Parent Involvement Groups were also set up for the year at the initial conference by asking parents to select a group with which

they would like to work. Not IF, but WHICH ONE--thus, the expectation was set from the very beginning. They were given a choice of seven committees: Field Trips, Goodies, Construction and Repair, Learning Materials, Help in the Classroom, Fund Raising, and Phone Calls. Responsibilities of the committees are described below:

Field Trips.--Drive for the various field trips scheduled during the year.

Goodies.--Provide refreshements for class parties, snacks, and special occasions.

Construction and Repair.--Take charge of the two or three times set aside during the year (evenings, Saturdays, or Sundays) to paint, sew, repair, build, and to help with any other housekeeping needs.

Learning Materials.--Attend to decorating, making posters, typing or collecting things.

Help in the Classroom.--Aid in the classroom during the day by listening to children read, by sharing things with the class, and assisting with various other class activities. Parents often scheduled times or dropped by whenever they could. Sometimes they could stay for only an hour. At other times they stayed half-day or all-day--whatever they could schedule.

Fund Raising.--The class kept an aluminum can recycling project going throughout the year as one way of raising money for the classroom. The money was spent helping others and for class trips and parties. Parents who volunteered for this group accepted responsibility for picking up the cans, cashing them in, and sending in the money.

Phone Calls.--Many times it was necessary to get in touch with parents quickly, so parents volunteered for phone calling to pass messages on to one another.

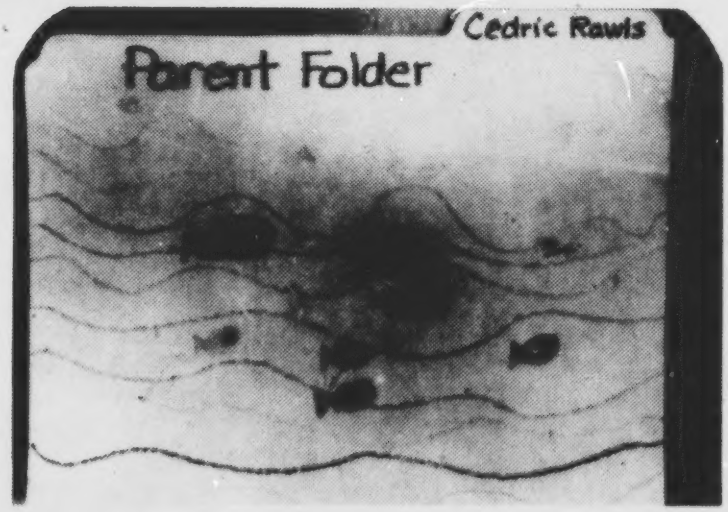
Once parents had volunteered to work on committees, it was essential to maintain contact with them throughout the year. The list was kept in a plan book as a constant reminder of ways parents could help.

Open House

The school-sponsored, school-wide Fall Open House held each mid-September afforded an additional opportunity to establish and maintain communication among parents as well as between parents and teachers. Although the emphasis was somewhat social, teachers focused on sharing curriculum plans for the upcoming year, general classroom organization and management, and expectations of students essential to providing a psychologically and socially supportive learning environment.

In the classroom described in this monograph, the teacher stressed the value of parent participation and the responsibility parents have as partners in the education process. Discussion was stimulated by asking parents their suggestions from the very beginning on some alternative classroom programs.

The evening ended with the reading of a story, Leo the Late Bloomer. As the meeting was adjourned, parents left recognizing that each child is an individual with special needs and feelings and who, in his or her own time, will blossom and grow, given enough love, encouragement, praise, and patience.



Weekly folders were an excellent means for teachers and parents to communicate with one another.

Parent Folders

Parent Folders were a way the teacher used to share with each parent reporting responsibilities their child fulfilled in the classroom during each week. On Friday of each week, parent folders were handed out to each child as he left for the weekend. The folders were signed by the teacher and dated. Sometimes comments were written in the comment column. Students then returned the folders on Monday with parent signature, date, and comments from the parent which they might wish to make. Students and parents looked forward to sitting down together over the weekend to share the week's activities and responsibilities.

Each child's folder included all the written work for the week. Work had been evaluated and suggestions for improvement were noted, giving parents and children a point for discussion and working together at home to reinforce school learnings. Daily filing in folders made management easy. The folder also included a sheet on which was recorded responsibilities assigned to the child during the week, noting those which were completed and those which were not. The cumulative effect of thus providing parents regularly and consistently with information was unifying. Parents not only felt they knew what was going on but also that they had the privilege and responsibility to react in helpful constructive ways. What is more, they knew they were valued as essential partners in the education enterprise.

Newsletters

Classroom happenings, special events, joys, and projects, all were shared with parents through a newsletter entitled TPC (Teacher-Parent-Child). The TPC (see Figure 1) was sent home every two weeks in Parent Folders and was usually written by the teacher, but articles sometimes were written by the children, too. Teacher happenings and important information from the teacher was included along with parent happenings, announcements for parents, "thank you's" to parents, items needed from parents, a particular need for parents helpers and, new entries from parents. Children happenings shared class projects, units of study, special events, and trips taken. This way of communication with parents provided to be very effective for the teacher, and parents expressed many positive feelings about the newsletter.

March 12-16

TPC

Teacher-Parent-Child

What's Happening Newsletter
Siders' Second Grade
P.K. Yonge Laboratory School

Spring Vacation Break

This is to remind you there will be no school next week, March 19-23. This is the week of Spring Vacation for P.K. Yonge Laboratory School, Grades K-12. I will be out of town, so if you need to contact me you may leave a message for me at P.K. and I will call when I return.

Chicken Pox

We have had several cases of chicken pox in our room recently. Sandy Gadsden, our school nurse, wants you to be aware of the situation, so that if your child begins to develop a rash you may want to get it checked right away.

SPRING IS IN THE AIR!

SIDERS' HAPPY TIMES EVENING

You say, "What in the world is that?" Well... what it is all about is you!

I can't believe the end of the year is rapidly approaching us ☹. Now being the organized person that I am, I'm trying to plan ahead. I am planning two evenings in May called Siders' Happy Times Evenings. One evening the children will plan a program for the parents, and the other evening ... you guessed it ... I would like for the parents to plan a program for the children ... full of fun, skits, music, disco, etc.

So ... what do you think? Let me hear from you. I'll be contacting you each later. Won't it be great to have some fun times together?!!

More Later ... ☺

P (continued)

Our Classroom Now Has A Clock!

In the last TPC I asked for help in acquiring a clock for our classroom. John and Carol Koogler came to our rescue. They ended up repairing a lovely classroom clock I had had for quite some time but was broken. So, John and Carol... thanks so much from all of us!

Parents' Help Needed

I have had a problem recently with candy and gum as well as toys from home being brought to school. It really is a distraction to have toys in the classroom, and the candy and gum is even a deeper problem. It would be so helpful to me as your child's teacher for you to reemphasize at home that they may not bring these items to school. May I also include in the list lipstick, perfume, combs, brushes, etc. It is still ok of course, one day a week, on the child's sharing day, to bring an item for sharing.

Daily Responsibilities

Parents, I hope you will let your child know how proud you are of him/her because of the completion of his/her responsibilities. It is a very high priority in our classroom for each child to do his/her best and to complete daily responsibilities. Recently each child has been checked out daily. Every child is feeling so good about himself and I know each child would just beam to hear from you how proud you are of him/her too!

C

Wizard of Oz

The children thoroughly enjoyed the school bus ride to Kirby Smith. For some children it was their first time on a school bus. The play was delightful with some disco tunes really adding a "current" touch to the play. We had a lovely picnic together on the playground at Kirby Smith. Thanks to Mrs. Cullen for accompanying our group and for her help.

Adventures of the Little People

The children wrote delightful stories about "The Little People". I made a bulletin board display with them and will make a class booklet out of them too. Please stop in the classroom and take a look. Their creative writing has blossomed beautifully.

Language

The children usually look forward to working in their language books. Recently we have been studying about Words that say where and proper grammar usage.

Classroom Art

The clotheslines in our room are filled with student art creations. One line has space art which the children finger painted the background and cut out space things to glue to the background. They are really "Far Out"! The other line has samples of the children's tie-Dyeing All of them are well done. No two are alike and each has it's own special look.

St. Patrick's Day

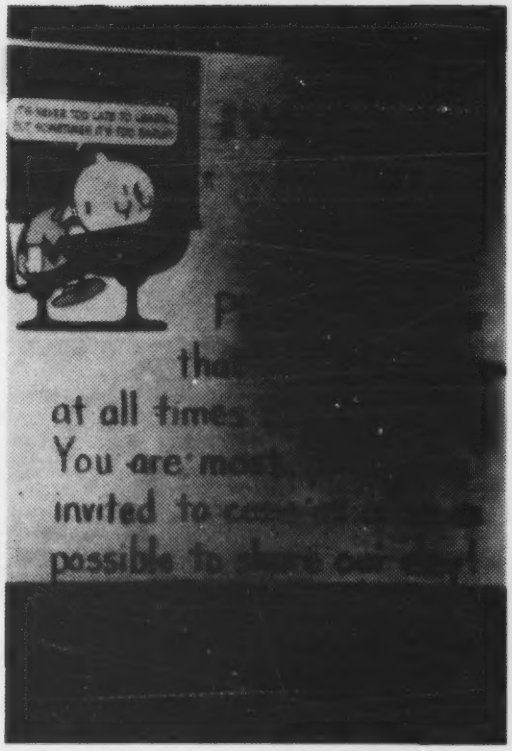
We all talked about who St. Patrick was and why we celebrate the day. We also talked about the country of Ireland itself. Don't forget to wear green tomorrow and have a "Happy St. Patrick's Day"!

HAVE A SAFE, WONDERFUL WEEK TOGETHER. SEE YOU BACK IN SCHOOL MONDAY, MARCH 26, 1979

☺ Mary

Happy Feelings

Upon approaching this second grade classroom, parents were welcomed by a sign just inside the door. In addition to the welcoming sign, was the "Parent Pouch". The Pouch contained suggestions to parents concerning ways they could help if they decided to stay awhile in the classroom. Parents found evidence from the very start that they were very much wanted.



This sign welcomed parents into the classroom.

These pouches were filled with suggestions and helpful hints.

But is parent involvement really essential to children's education? The teacher who directed this investigation responds with an unqualified, "ABSOLUTELY!" Opening oneself fully to the responsibility for initiating and maintaining a close communication system with parents requires much extra time, effort, and energy on both parts--teacher and parents.

Certainly, some risk is involved. If the teacher is sincere in asking parents to express feelings and concern honestly, he or she must listen openly and sensitively to positive as well as negative feedback. Parents come to feel secure enough to risk saying, "I am not at all happy with Ron's progress in reading. I think you let him play too much. ..." If the teacher responds with, "Hey! Ron is doing fine. He's o.k. Don't worry about him. ..." then the parents' concern is not resolved. The teacher has closed the door on an opportunity to establish a working relationship between the home and the school. On the other hand, if the teacher responds with something like, "Hey, I can tell you're really concerned. When can we talk?" the parent knows that the teacher is approachable and that the concern is a legitimate topic for mutual consideration.

When parents are called upon to take part in "fix-up" and "paint-up", the reality of their ownership stimulates their pride in the school and interest in assisting in providing learning activities both in the classroom and on field trips. They assist in making learning materials, bulletin boards, and posters or in typing and collecting things. They cooperate in fund raising and phone calling. While overwhelmingly frustrating at times because of the level of commitment required, the rewards in smiling, happy children and supportive, happy parents bring joy to a teacher's heart.

Smiling, happy children is just one reward of successfully involving parents in the education of their children.

45

Teachers Feel Happy ...

... Seeing parents happy,

... Hearing parents talk positively about their participation in the program,

... Seeing parents eager to help in any way,

... Seeing children proudly welcome their parents into the room,

... Seeing children excited and enthusiastic about school.

Parents Feel Happy ...

... knowing their ideas and opinions are valued and needed for the successful operation of the classroom,

... participating actively in their child's instructional program,

... knowing they will be inframed regularly as to their child's academic and social progress,

... knowing that at any time they enter the classroom they will be greeted with a smile and a genuine "I'm glad you're here.",

... knowing their children will be having many more learning experiences throughout the year because of their (the parents) help and support,

... knowing they are helping other children by contributing their time and efforts,

... knowing their child's education will blossom more completely because of them.

And Most Importantly ...

The Child Feels Happy ...

... Seeing Mom, Dad, Family, and Teacher all working cooperatively because...

They all care about me.

APPENDIXES

APPENDIX A

Student Instruments

Slosson Oral Reading Test (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Slosson Educational Publications, Inc.
P.O. Box 280, East Aurora, New York 14052

Printed in U.S.A.

(The above Reading Test was removed due to copyright restrictions.)

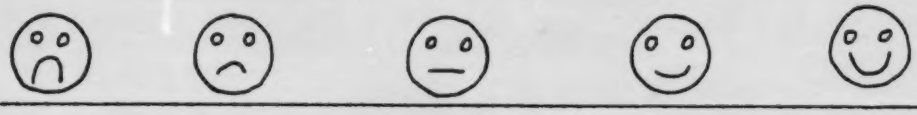
Heathington Primary Scale

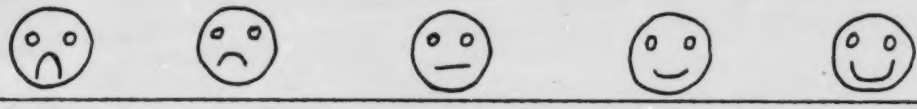
Student Attitude Test - Part I

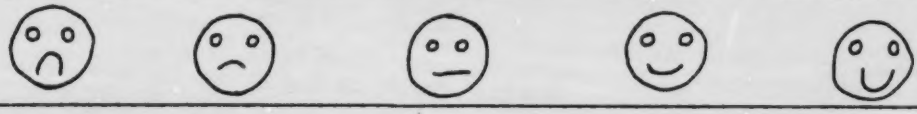
NAME: _____

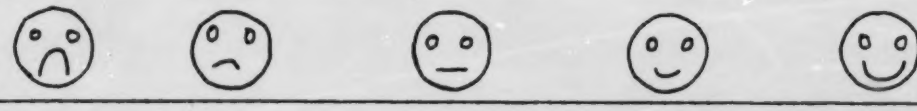
DATE: _____

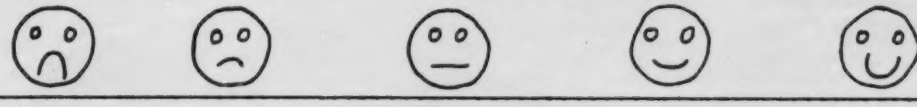
Directions: I will ask you how you feel about certain things and you will put an X on the face that shows how you feel.

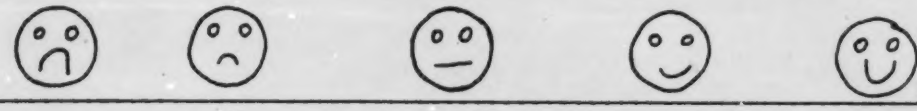
1. 

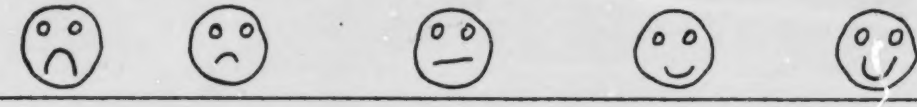
2. 

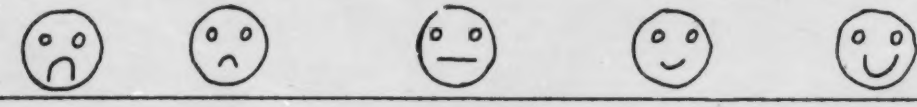
3. 

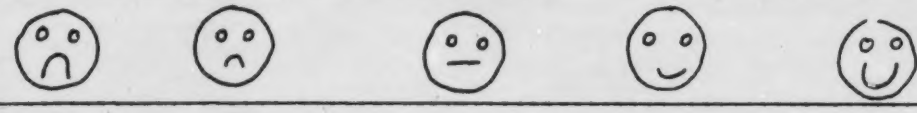
4. 

5. 

6. 

7. 

8. 

9. 

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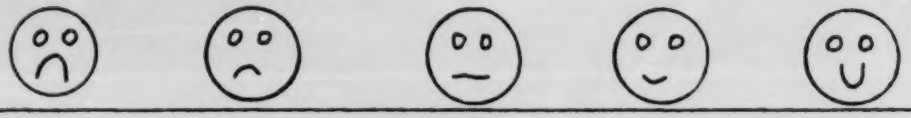
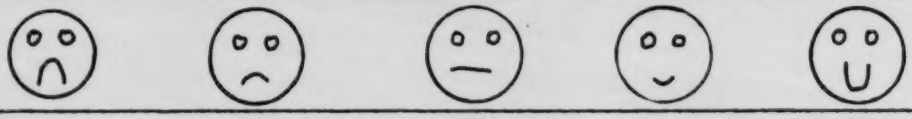
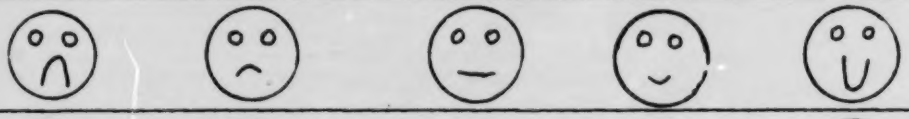
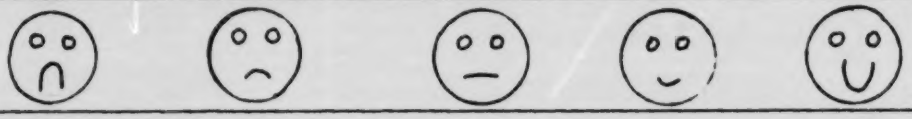
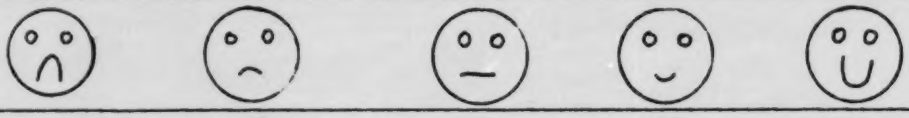
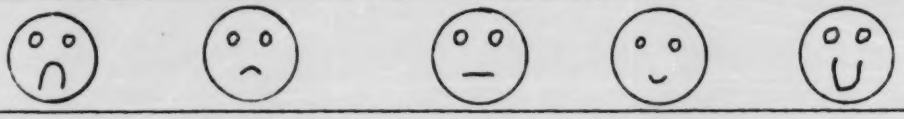
11. 

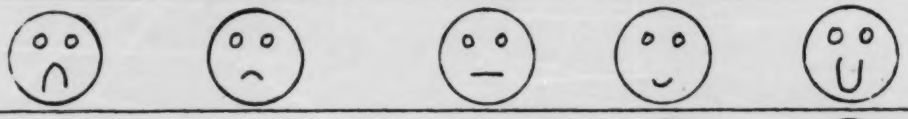
12. 

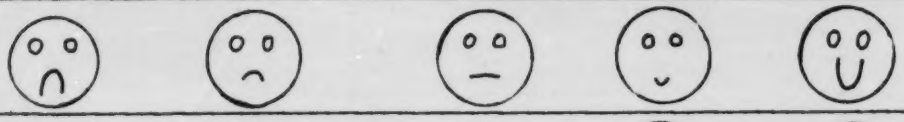
13. 

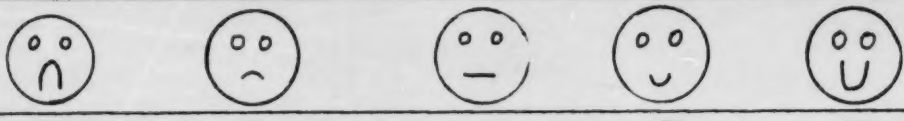
14. 

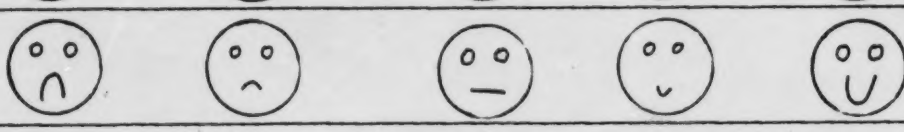
15. 

16. 

17. 

18. 

19. 

20. 

Reprinted from Attitudes and Reading, Alexander and Filler, IRA, Newark, Delaware, 1976.

Questions for Administering

How do you feel ...

1. When you go to the library?
2. When you read instead of playing outside?
3. When you read a book in free time?
4. When you are reading in a group?
5. When you read instead of watching TV?
6. When you read to someone at home?
7. About the stories in your reading book?
8. When you read out loud in class?
9. When you read with a friend after school?
10. When you read stories in books?
11. When you read in a quiet place?
12. When you read a story at bedtime?
13. When it's time for your reading group?
14. When you read on a trip?
15. When you have lots of books at home?
16. When you read outside when it's warm?
17. When you read at your desk or table at school?
18. When you find a book at the library?
19. When you read in your room at home?
20. When you read instead of color?

Reprinted from Attitudes and Reading, Alexander and Filler, IRA, Newark, Delaware, 1976.

STUDENT ATTITUDE TEST - PART II

Adapted from Heathington Intermediate Scale

NAME: _____

DATE: _____

Directions:

As each sentence is read to you, listen carefully and then put an X on the word that tells how you feel. If you feel you can answer "yes" to the sentence, put an X on that word; if you feel only "sometimes", put an X on that word; or if you answer "no", put an X on that word. Listen carefully.

1.	yes	no	sometimes
2.	yes	no	sometimes
3.	yes	no	sometimes
4.	yes	no	sometimes
5.	yes	no	sometimes
6.	yes	no	sometimes
7.	yes	no	sometimes
8.	yes	no	sometimes
9.	yes	no	sometimes
10.	yes	no	sometimes
11.	yes	no	sometimes
12.	yes	no	sometimes
13.	yes	no	sometimes
14.	yes	no	sometimes
15.	yes	no	sometimes

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16.	yes	no	sometimes
17.	yes	no	sometimes
18.	yes	no	sometimes
19.	yes	no	sometimes
20.	yes	no	sometimes
21.	yes	no	sometimes
22.	yes	no	sometimes
23.	yes	no	sometimes
24.	yes	no	sometimes

Questions for Administering

1. You feel uncomfortable when you're asked to read in class.
2. You feel happy when you're reading.
3. Sometimes you forget about library books that you have in your desk.
4. You don't check out many library books.
5. You don't read much in the classroom.
6. When you have free time at school, you usually read a book.
7. You seldom have a book in your room at home.
8. You would rather look at the pictures in a book than read the book.
9. You check out books at the library but never have time to read them.
10. You wish you had a library full of books at home.
11. You seldom read in your room at home.
12. You would rather watch TV than read.
13. You would rather play after school than read.
14. You talk to friends about books that you have read.
15. You like for the room to be quiet so you can read in your free time.
16. You read several books each week.
17. Most of the books you choose are not interesting.
18. You don't read very often.
19. You think reading is work.
20. You enjoy reading at home.
21. You enjoy going to the library.
22. Often you start a book, but never finish it.
23. You think that adventures in a book are more exciting than TV.
24. You wish you could answer the questions about a story without reading it.

APPENDIX B

Parent Instruments

Parent Frequency Scale - Part I

How to Grow a Happy Reader is a research project which focuses on parent involvement in the home. Since the focus is the home, the source of my data will be you, the parents of my students. I appreciate so much your willingness and time in assistance with this project. Through our efforts together, hopefully we can acquire enough data to draw some conclusions about the involvement of parent and child in the area of reading.

The first data I need from you is in the form of a status report. What are you doing now, and how frequently is it happening? Using last week as an example, please read each item below and check the most appropriate answer.

All results of the project when completed will be available for your information. Thank you again!

- -

Directions: Using last week as an example, for each item listed below, please check "How often each week you do the following things."

How often each week do you...	No days a week	1 or 2 days a week	3 or 4 days a week	5 or 6 days a week	Daily 7 days a week
1. Look at pictures together and make up stories?					
2. Write down stories your child tells you and have him/her draw a picture to go with it?					
3. Read aloud to your child?					
4. Encourage your child to talk about the books he/she has been reading or wants to read?					
5. Buy books on your child's interest level for him/her?					
6. Let your child choose what to read?					
7. Listen to your child read?					
8. Read a thick book in parts?					

How often each week do you...	No days a week	1 or 2 days a week	3 or 4 days a week	5 or 6 days a week	Daily 7 days a week
9. Ask your child to guess how the story will end?					
10. Let your child interrupt to ask questions?					
11. Point out minute details in pictures?					
12. Make your child stop while he/she is reading to sound out a word?					
13. Focus on the meaning?					
14. Consult book lists for ideas of books to read to your child?					
15. Provide a quiet time for your child with no TV, talking, telephone, etc.?					
16. Use a regular time for reading to your child?					
17. Take your child to the library to check out books?					
18. Read newspapers?					
19. Read books?					
20. Read magazines?					
21. Buy books for yourself?					
22. Borrow books from the library for yourself?					
23. Talk about books?					
24. Share newspaper or magazine articles with your child?					

How often each week do you...	No days a week	1 or 2 days a week	3 or 4 days a week	5 or 6 days a week	Daily 7 days a week
25. Does your child see you read?					
26. Go to books as a source of information?					
27. Talk with your child's teacher about problems?					
28. Talk with your child's teacher about books best suited to your child's reading ability and interest?					
29. Visit your child's class and assist in the reading program?					
30. Watch TV together?					
31. Discuss good and bad TV shows together?					
32. Tell your reader how beautifully he/she is doing?					
33. Tell your child how beautiful he/she is?					
34. Teach your child vocabulary words?					
35. Involve your child in household tasks?					
36. Point out sounds and identify them and describe them?					
37. Point out sights and identify them and describe them?					
38. Extend your awareness of taste and try different things?					
39. Touch things and describe the feeling with one another?					

How often each week do you...	No days a week	1 or 2 days a week	3 or 4 days a week	5 or 6 days a week	Daily 7 days a week
40. Take daytime walks, stopping to discuss and point out things along the way?					
41. Take nighttime walks, stopping to discuss and point out things along the way?					

Parent Scale - Part II

DIRECTIONS: Please check either "yes" or "no" to the following questions:

	yes	no	
1. Do you provide a place for your child to keep his/her books?			
2. Do you own a pet?			
3. Do you take your child with you to the:			
a. grocery			
b. bank			
c. shopping			
d. place of work			
e. gas station			
f. post office			
g. church			
h. laundromat			
i. park			
j. beach			

APPENDIX C

Calendars

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			HAPPY READER LEARNING CALENDAR			
16 Take a walk around the neighborhood. Talk with your child about the experience.	17 Tell your child a story while you point to the pictures.	18 Cut pictures from magazines, such as all animal pictures. Discuss them.	19 Ask your child to tell you a picture story.	20 Read your child a story. Let him stop to ask questions and look at pictures.	21 Make flash cards and review Dolch words. 1. a 4. all 2. and 5. am 3. away 6. are	22 Take a nighttime walk with your child. Take a flashlight too. Review words.
I SPY 23 Put objects on a tray that begin with b & p, like ball, pin, etc. Say: I Spy something starting with b.	Make flash 24 cards and present these Dolch words. 1. can 4. be 2. come 5. black 3. down 6. brown	25 Tell your child a picture story. Ask "who" type questions. Talk with your child. Review words.	Cut food 26 type pictures from magazines. Classify as to meats, fruits, vegetables or dairy products. Review words.	27 Talk with your child. Ask him to describe things that are round or square. Review words.	Touch Box 28 Put an assortment of things to feel in a box. Ask your child to describe, and guess what they are, before removing them.	29 Ask your child to point to 5 words that start with S. Say the words as the child points to them.
30 Read your child a short story. Review Dolch words. Ask "what" type questions.	31 Say a series of numbers and ask your child to repeat them. Start with 3 numbers and increase.					

NOVEMBER

HAPPY THANKSGIVING!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
HAPPY READER LEARNING CALENDAR		1 Make flash cards and present these words. 1. big 3. call 2. best 4. eat	2 Write down a story your child tells you, and read it back or have child read it.	3 Watch a favorite TV program and each share his favorite part. Review words.	4 Talk with your child. Ask him to describe things that are long or short.	5 Let child make his own stick or hand puppet and then perform for you.
6 Read your child a story and ask "when" type questions.	7 Guess ... 1. It rhymes with red, you sleep on it. 2. It rhymes with bear you sit on it.	8 Make flash cards and present these words. 1. far 3. find 2. fast 4. for	9 Have your child read you a story. Assist him with words. Review Dolch words.	10 Give directions to be followed in a sequence. Go to the door, sit in a chair.	11 Talk with your child. Ask him to describe things that are dark or light.	12 Read your child a story. Ask "where" type questions.
13 Fill a soda pop bottle with different amounts. Let child tap with spoon; talk of musical notes.	14 Make flash cards and present these words: 1. full 4. but 2. from 5. been 3. blue 6. both	15 Watch a T.V. program together. When over, ask child to summarize it. Review words.	16 Talk with your child; ask him to describe things that are thick or thin. Review words.	17 Have your child read you a story. Assist him with words.	18 Let child cut out pictures. Discuss together. Interprete; try to tell what is happening, and why.	19 Match anything that comes in pairs: earrings, gloves, socks, shoe strings, etc. Review words.
20 Listen with your child to a story record. When over, ask questions about certain parts.	21 Have your child read you a story. Assist him with words. Make it a happy time together.	22 Make flash cards and present these words: 1. gave 4. good 2. get 5. first 3. go 6. grow	23 Bake something together. Make letters out of cookie dough. Stir, mix, measure, and bake.	24 Read your child a story. Ask him to find 5 words that begin with R. Say them as your child points to them.	25 Talk with your child. Ask him to describe things that are over or under. Review.	26 Work a jigsaw puzzle together.
27 Read your child a poem and discuss its meaning.	28 Make flash cards and present these words: 1. had 4. four 2. has 5. funny 3. goes 6. every	29 Look at the comic page in the newspaper. Have your child guess what will happen next.	30 Have your child read you a story. Let him ask you some questions.			

HAPPY HOLIDAYS!

DECEMBER

Giving/Sharing

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	HAPPY READER LEARNING CALENDAR			Think of words that rhyme with color words. Make up a poem with the sentences ending with the rhyming words. 1	2 Learn six new Dolch words. Use them in a sentence.	Read your child a story. Go grocery shopping. Name all the dairy products. Purchase one your child hasn't tasted. 3
Play "Smaller but Larger". Find something smaller than a clock but larger than a quarter...etc. 4	Can you name fifty things about one or more of these objects? A peacock feather, a piece of soap, your left shoe. 5	Today is the second day of Hanukkah. What is Hanukkah? How is it celebrated? 6	Read your child a story. Let your child choose which one he or she would like to hear. 7	8 Learn six new Dolch words. Review the others.	9 Watch a T.V. show together. Talk about real and imaginary happenings.	Read your child a story. Go grocery shopping. Name all the vegetables--fresh and frozen. 10
Make a Time Goes By book. Look for photos and drawings of growing things together. Ex: babies, animals, etc. 11	Let your child plant some seeds. Grass, beans, & pumpkin seeds sprout quickly. Make a chart to record growth. 12	Listen to your child read. You choose a story you are really excited about. 13	This is the beginning of Halcyon Days. This is the 7 days before and after the winter solstice. What is this? Share. 14	This is Bill of Rights Day. Talk about the Bill of Rights--share all ten that were adopted in 1791. 15	Talk about a current news topic. Find an article in the newspaper on it. Talk about fact vs. opinion. 16	Read your child a story. Go grocery shopping. Name all fruits, fresh and frozen. Purchase one he's never tasted. 17
The 13th Amendment was ratified in 1865 bringing an end to slavery. Talk about slavery together. 18	Let your child measure things around the house: furniture, shoes, people, etc. Talk about inches, feet, yards, etc. 19	Cook something together. Measure amounts of ingredients. Talk about spoonfuls, cups, pints, etc. 20	Read your child a story. Ask your child what his favorite part was. 21	22 Learn six new Dolch words. Review all the others.	23 Listen to your child read. Tell him your favorite part of the story.	Share a very favorite Heliday bedtime story with your child. 24
Talk about giving and receiving, and how we show appreciation. Why do we celebrate Christmas? 25	Make a book of Words I Know. Cut words out of magazines, and comics that your child can read. 26	Visit the public library. Let your child choose books he thinks he will enjoy. 27	W.F. Semple, in 1869, patented the first chewing gum. Ask your child to use his senses to describe the gum. 28	Cut faces of people from magazines. Observe expressions and how they feel and what may have happened to them. 29	Learn six new Dolch words. Review all the others. 30	Talk about the calendar. How many days in each month, months in a year, days in a year, etc. 31

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Look at the T.V. listings together. Plan to watch an entertainment program together. Discuss.	2 Pick out a delightful thick book that you can read each night to your child in parts.	3 Write a short story. Cut it into sentences. Have your child try to put the story back in order.	4 Present six new Dolch words. Use each one in a sentence. Review the ones already learned.	5 Make new words by changing initial consonants. 1. play - Think 2. sat - of 3. lump - others.	6 Listen to your child read. Enjoy this special time together.	7 Ask your child to name something, then distinguish if it is a person, place or thing. Do this several times.
8 Hide and seek. Find words within words. Think of words such as money, father, string, etc. Think of others.	9 Look at the telephone book together. Talk about emergency numbers, the white pages, yellow pages, ABC order.	10 Talk with your child about abbreviations for words. Mr., St., Ft., Ave. Think of others.	11 Talk about things that are opposites. Have your child think of 5 opposite pairs and draw pictures for each. Ex. tall-short.	12 Have your child name the vowels. Have him think of 5 words for each vowel. (a, e, i, o, u,)	13 Present six new Dolch words. Use each one in a sentence. Review the others.	14 Look at the T.V. listings. Plan to watch an educational program together. Discuss.
15 Hide a Snack. Hide written clues around the house. Give your child the first one to read. See if he can read and find the others.	16 Look at the newspaper together. Talk about the different sections and explain each one. Let your child choose something to read.	17 Start with a simple sentence. The dog played. How long and descriptive can you make it.	18 Present six new Dolch words. Use each one in a sentence. Review the others.	19 Make a Words I Can Spell Book. Review the words often.	20 Read your child a story. Stop mid-way and ask your child to guess the ending. ...en finish the story.	21 Make a list of as many words as you can which describe feelings. Can you name 50?
22 Look at the T.V. listings. Plan to watch a cultural program together. Discuss.	23 Listen to your child read. Tell him how beautiful he is.	24 Read your child a simple story. Stop 3 or 4 times in the story and ask your child to guess what word comes next.	25 Ask your child questions today. Who-what-when-where type questions.	26 Present 6 new Dolch words. Use each one in a sentence. Review others.	27 How many action words can you think of? Write down together all you know. Can you name 50 of them?	28 Look at the T.V. listings. Plan to watch a historical program together. Discuss.
29 Cut an action picture from a magazine. Ask your child what is happening and what will happen next.	30 Talk about words, how they have more than one meaning. Talk about the different meanings for "grave", "store", and others.	31 Talk about synonyms: words that mean almost the same.				

HAPPY READER LEARNING CALENDAR

FEBRUARY

HAPPY READER LEARNING CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Have the child write his first and last name. Then work together and make as many words as you can from his name.	2 Groundhog Day - How many animals can you name together that are hibernating animals.	3 Make 2 sentences for each word. Use the words in different ways. Rest, bank, ears, watch, pipe, bark.	4 Fly-Run-Swim. Talk together about things that can fly, run or swim. Make 3 different lists. Which list can you make the longest?
5 Read your child an interesting news item. Discuss it. Then let your child read something to you.	6 Think of as many words as you can that name people. Ex. father, uncle, farmer, police.	7 Present six more Dolch words. Review all Dolch words learned to date.	8 Talk about differences in city and country. Make a city mural and country mural using magazine cut outs.	9 Have your child choose something to read to you. Enjoy this special time together!	10 Write any word on a sheet of paper. Then think of a word that begins with the last letter. Ex: cat,toy, yes,saw.	11 Talk about the duties of a President. Have the child decide if he would rather be Pres. in Lincoln's times or now.
12 Abraham Lincoln's Birthday. Look at a map of the U.S. together. Locate Lincoln's birthplace and talk about his life.	13 Present six more Dolch words. Review all Dolch words learned to date.	14 Valentines Day. Write six "and" words then try your luck at writing a rhyming poem. Ex: Stand, grand.	15 Read your child a story letting him stop you to discuss, ask questions and to be curious. Have fun	16 Make a zoo picture. Only put animals, people or things in the picture that start with a "b". Have fun.	17 Using a magazine or newspaper, have child find 5 words for each letter that starts with r,t,c,m, and d.	18 IMAGINATION! Pretend that you arend magic. Tell a story being sure it has a beginning, middle & end. Then draw a picture about your story.
19 Have your child read to you. Enjoy a fun story together. Tell him how beautiful he is.	20 Share the newspaper together. Look at the TV listings, show advertisements. Talk about time schedules, channels, prices, etc.	21 Read an editorial from the newspaper. Talk about the importance of an editorial page and the article you read.	22 George Washington's birthday. Bake a cherry pie together. Talk about differences in lifestyle then and now.	23 Present six more Dolch words. Review all Dolch words learned to date.	24 Many things are harmed by air & water pollution. Make a clean air and water poster. Put things on it that need healthy air and water.	25 Watch a favorite TV show together. Who was the main character, supporting characters. Review the story, plot and climax.
26 Make a Homonym Book. Words that sound the same but are spelled differently. Draw pictures.	27 Look at the weather in the paper. Talk about the daily forecast.	28 Talk with your child about the month of Feb. Why does it have 29 days? What does leap year mean?				

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	HAPPY READER LEARNING CALENDAR		1 Cut articles from the newspaper. Separate the headlines from the articles. Child should read the article and write his own headline.	2 Cut apart favorite cartoon strips. Let your child put the parts back together. Ask "Why did you put it together this way? What would happen if . . . ?	3 As your child watches TV, have him keep a list of as many words as he can that he sees in 30 minutes. Read them and discuss together.	4 Choose a short story to read. Talk about the author. What is his name? What does an author do? Name others.
5 Have your child choose a short story. Ask: How did the author feel when he wrote this? What does the author want you to feel?	6 March 8th is Aunt's Day. Have your child write a letter to a very special aunt, address the envelope and mail it.	7 Alexander Graham Bell received the patent for the telephone in 1876. What is a patent? How does a person get a patent? Invent something.	8 Listen to the local news. Start today making a graph of high and low temps. Continue for a month. Determine averages, etc.	9 Read a newspaper article together. 1) Is this info. true? 2) How do you know? 3) How much is fact, how much opinion?	10 If you have the cereal Alphabets, have your child use the letters to make as many words as he can that contain an "a".	11 March is a windy month. Make or buy a kite. What keeps a kite up. Does it need a tail? Why?
12 Categories - See how many products your child can list in the proper category in 5 or 10 min. Things to eat, wear, etc.	13 Read a comic strip or article with your child. Let him question you about it. Let the child read a short selection & you ask questions.	14 Set the timer for four minutes. Ask your child to write down as many words as he can.	15 Review the Dolch words. Those words that your child does not know, continue to review.	16 Ask your child what he would like to do together with you. Let him choose. Have fun!	17 Today is St. Patrick's Day. What is the legend of St. Patrick? Read news articles about the celebration of this day. Look for 4-leaf clovers together	18 You and your child read a story. Ask: How do you feel about the story? Which words make you feel this way?
19 National Wildlife Week: Take a walk. Observe the differen kinds of trees. Talk about how we use them, what they need to grow.	20 Animals - Talk about the words domestic and wild. List animals that are both Talk about food, habitats, protection, etc.	21 First day of spring - Wildflowers. Go on a nature walk. How many wildflowers can you find? Name? When you get home, draw pictures and name them.	22 Let your child read a roadmap. Plan a real or imaginary trip. Have him give directions how to get there.	23 Post a world map next to the TV set for easy reference. Your child may read to find names of places heard on TV.	24 Set the timer for 10 minutes. Have your child write as many names of animals from the newspaper or magazines as he can find. Talk about them together.	25 This is Elton John's birthday - a very popular rock star. He wears goofy glasses. Make your own pair.
26 Dyeing eggs is lots of fun. Share this experience with your child. Read the directions together and have fun!	27 Print a fun note to your child and put it in his lunch box or pocket for a surprise.	28 Write labels for things using the apostrophe to show ownership. Ex: Mary's coat, Ron's piano.	29 Model reading. Read a paragraph to your child and then have him read it to you.	30 This is national peanut month. How many things can you name that are made from peanuts? What nutritional value?	31 March has 31 days. How many other months have 31 days? Name them. Which months have 30 days?	

*Provide a 15 minute time each night for enjoyment of books. Alone time for the child, no TV, or conversation. A quiet time for reading or browsing through books.

APRIL

HAPPY READER LEARNING CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 April Fools Day. Watch TV with the sound turned off. Have your child explain what is happening.
2 Look around for examples of rhythmic patterns. Ex: petals of a daisy, patterns of a brick wall - How many can you name?	3 In books, magazines or newspapers look for examples of time. Ex: early, late, yesterday, etc.	4 Choose two pictures that are alike in some way. Explain how they are alike. Give as many reasons as you can.	5 Make up some If-Then relationships. Ex: If brother eats too much, then ..., If a baby yells for his bottle, then ...	6 Walk into a picture. Select a painting or a photo and take an imaginary walk. Discuss what you see, hear, smell, imagine.	7 Alphabetize words within the same first letter but different second and third letters. Ex: read, ride, rode, race.	8 How many similarities can you name between a banana and a celery stick? How many differences?
9 Have your child go through several paragraphs, pointing to the punctuation marks and naming them.	10 Say the names of the days of the week. Let your child respond with personal or routine activities.	11 Print some short sentences without punctuation. Have him add the punctuation marks and explain why.	12 Choose a picture and look at it for one minute. Continue this, using different pictures until the child can remember 10 details of 1.	13 Sentence stretch. Start with a short sentence and expand it. Do this several times. Be sure the expanded ones make sense.	14 In books, magazines or newspapers look for examples that tell location. Ex. sea, country, forest, foreign country, etc.	15 Explore the past - present and future. How many things can you list in each column? Which is longest?
16 Bike Safety Week: Talk about bicycle safety. Parts of the bicycle and the uses of the bicycle.	17 Choose a picture that has a person in it whom you would like to meet. What is it about this person that makes you like him or her?	18 Have your child look for paragraphs in simple stories. Ask him to try to explain why each new paragraph has been started.	19 Suggest to your child that he write a story, so that we can practice using paragraphs.	20 Talk about making words plural. Find examples on this calendar of words that are plural. How many can you find?	21 Choose a picture of a person who might be somewhat like you. Tell why you decided this person has something in common with you.	22 At this time of year many insects are seen in various places. Go on an insect hunt. How many can you find or can you name?
23 Choose ten pictures. Give each one of them a title. The title should express the main idea the picture communicates.	24 How are they alike? Think of examples and ask the question. Ex: 1) Penny - nickel - dime. 2) wall-window - door.	25 Ask your child to think up sensible & silly solutions to situations involving himself. Ex: What to do if he's thirsty.	26 Go on a listening walk to listen for as many sounds as possible.	27 As you enjoy a story, article or TV program together, ask who - what - when - where questions.	28 Arbor Day - Plant a tree. Talk about things that are a part of nature. What do they have in common? How are they different?	29 Dictionary Work. Find three words in the newspaper you don't know. Look them up and learn three new words.
30 Following directions. Enjoy your time together and play Simon Says.						

Read-Read-Read to your child as much as possible, whenever or wherever you can. Each night engage in a learning calendar activity and you read to your child, have your child read quietly or read to you.

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APPENDIX D

Communication Forms

January 5, 1979

Dear Parents,

Frequently I feel it is important that we share our thoughts concerning how things are going this year. These thoughts most frequently reflect our highest values concerning education and our children.

I am interested as your child's teacher to know how you as a parent view the school year's happenings to this point. I want and need your thoughts and concerns.

Please take a few minutes to complete the following form and return it to me no later than Friday, January 12, 1979. Let's work as a team, a working partnership, and through our joint endeavors I feel we can provide the best possible educational environment for our children.

Notice of Mid-Year Conferences will be sent home in Parent Folders on Friday, January 12, 1979. Conferences will begin in late January and continue into early February. I am looking forward to meeting with each of you again and sharing with you your child's progress to date.

Thank you for your continued support!

Most sincerely,

Mary Siders

TO: Parents
FROM: Mary Siders
SUBJECT: Mid-Year Thoughts (Parent Involvement Program)
NAME: _____
DATE: _____

1. Are you pleased with you child's academic progress in all areas? Please state yes or no and explain.

2. Are you pleased with you child's social progress? Please state yes or no and explain.

3. Are you pleased with the way your child's work is sent home once a week in Parent Folders? Please state yes or no and explain.

4. Are you pleased with the communication between parent and teacher? Please state yes or no and tell whether there is too little communication or whether it is adequate and explain.

5. How do you feel about the Newsletter, TPC? Is it helpful and informative to you? Please state yes or no and explain.

6. As a parent, do you feel informed as to what your child is learning and experiencing at school? Please state yes or no and explain.

7. Does you child express to you positive attitudes about learning and school? (Is he happy and enthusiastic) Please state yes or no and explain.

8. What concerns do you have?

9. Suggestions?

10. Can I help or answer questions for you?

THANKS SO MUCH FOR TAKING YOUR TIME TO DO THIS. I AM CONTINUALLY EVALUATING FOR CONSISTENT IMPROVEMENT AND I KNOW YOUR <u>THOUGHTS</u> WILL HELP!

RETURN TO: Mary Siders
Room G-137
P.K. Yonge Laboratory School

Teacher/Parent
Mary Siders
P.K. Yonge Laboratory School

Name_____
Week of_____

Responsibilities	Completed Low	Completed High	Comments
Reading			
Math			
Writing			
Spelling			
Other			

Acted responsibly during group times_____

Acted responsibly during quiet work times_____

Acted responsibly during choice times_____

Signature_____

Parents' Comments:

Signature_____

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